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especially life, for the new words that have been knit into the texture of our language so rapidly during the last five years have here a place. Mythological and classical names, and proper names, both old and new, are treated, each in a special list. And the teacher of English will find exceedingly useful a very readable preliminary article entitled "How Our Language Has Grown," which gives in clear and simple outline the essential facts about the making of our mother-tongue.

Reduced to its lowest terms, the unit of English is the word. The study of words—how to appreciate them, how to distinguish them, how to use them—is fundamental to any intelligent study of English composition or literature. Such a book as the *Winston Simplified Dictionary* is a help on the road to intelligent understanding and effective use of words, which are the tools of the English student.

H. M. S.

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#### BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

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*Dramatic Technique.* By GEORGE PIERCE BAKER. Boston: Houghton Mifflin Co., 1919. Pp. 531. \$3.00.

Intended for the writer of plays, not for the mere student of dramatic art. Abundantly provided with illustrative passages.

*Representative British Dramas—Victorian and Modern.* Edited, with an introduction to each play, by MONTROSE J. MOSES. Boston: Little, Brown & Co., 1918. Pp. 861. \$4.00.

A series of plays representing progress in technique, the social forces of the Victorian period, and the philosophy of art back of the dramatic renaissance.

*Choosing a Play: Suggestions and Bibliography for the Director of Amateur Dramatics.* By GERTRUDE E. JOHNSON. New York: H. W. Wilson Co. Pp. 38. \$0.45.

Already going into the second edition.

*Spanish Taught in Spanish.* By C. F. McHALE. Boston: Houghton Mifflin Co., 1919. Pp. 136. \$1.00.

Prepared to meet the current demand for a speaking and reading knowledge of Spanish.

*The Winston Simplified Dictionary.* Edited by WILLIAM D. LEWIS and EDGAR A. SINGER. Illustrated. Philadelphia: John C. Winston Co., 1919.

Words in large type. Special care has been exercised to make the definitions clear to children.

*Webster's Elementary-School Dictionary.* Abridged from *Webster's New International Dictionary*. Chicago: American Book Co., 1914. Pp. 702.

Well adapted to the higher grades.

*Little Home Workers. A Reading Book for First and Second Grades.* By IDA E. FINLEY. Illustrated by RAYMOND WILSON PERRY. Chicago: Benjamin H. Sanborn & Co., 1916. Pp. 138.

The lessons appear as worked out by the children in the schoolroom.

*Studies in Reading.* Primer, Books I, II, III. By J. W. SEARSON, GEORGE E. MARTIN, and LUCY WILLIAMS TINLEY. Illustrated by RUTH MARY HALLOCK. Chicago: University Publishing Co., 1918.

Completing a full nine-book series.

*The Child's World.* Primer, First, Second, Third, Fourth, Fifth, and Sixth Readers. By SARAH WITHERS, HETTY S. BROWNE, and W. K. TATE. Richmond, Va.: B. F. Johnson Publishing Co., 1917.

Illustrations, typography, and matter in the current mode.

*The Easy Road to Reading Series.* Teachers' Manual, Primer, First, Second, Third, Fourth, Fifth, Sixth, Seventh, and Eighth Readers. Chicago: Lyons and Carnahan.

Another well-made series.

*The Winston Readers.* Primer, First, Second, Third, Fourth, and Fifth Readers, and Primer and First Reader Manual. By SIDNEY C. FIRMAN and ETHEL M. MALTBY. Illustrated by FREDERICK RICHARDSON. Philadelphia: John C. Winston Co., 1918.

Strikingly illustrated.

*Life and Literature Readers.* Primer, First, Second, and Third Readers. Kansas City, Mo.: Pioneer Publishing Co., 1914-16.

A little below present standards in such features as the arrangement of illustrations, etc.

*The Kendall Readers.* Primer, First, Second, and Third Readers and Manual. By CALVIN N. KENDALL and CAROLINE I. TOWNSEND. Illustrated by HELEN BABBITT and ETHEL BLOSSOM. New York: D. C. Heath & Co., 1917, 1918.

A series embodying new features—though that would seem impossible.

*College and the Future.* Edited by RICHARD RICE, JR. New York: Charles Scribner's Sons, 1915. Pp. 374.

"Essays for undergraduates on problems of character and intellect." The section on "Learning to Write," by RICHARD RICE, JR., has been separately issued.

*Commercial Tests and How to Use Them.* By SHERWIN CODY. Yonkers-on-Hudson, N. Y.: World Book Co., 1919. Pp. 216. \$0.99.

An elaboration of the National Business Ability Tests worked out by the author. The treatment is clear and practical.

*Measuring the Results of Teaching.* By WALTER SCOTT MONROE. Boston: Houghton Mifflin Co., 1918. Pp. 297.

A somewhat simplified version of *Educational Tests and Measurements*, by Monroe, DeVoss, and Kelly. Intended for elementary teachers.

*Webster's Shorter School Dictionary.* New York: American Book Co. Pp. 532.

For the intermediate grades. Excellent and much needed.

*How to Teach the Special Subjects.* By CALVIN N. KENDALL and GEORGE A. MIRICK. Boston: Houghton Mifflin Co., 1918. Pp. 310.

Companion to *How to Teach the Fundamental Subjects*, by the same authors. The suggestions for seat work will be of special interest to elementary teachers of English.

*Democracy and Reconstruction.* Edited by FREDERICK A. CLEVELAND and JOSEPH SCHAFER. Boston: Houghton Mifflin Co., 1919. Pp. 401. \$1.50.

A compilation of articles by well-known authorities on current social and industrial problems, prefaced with discussions of the nature and ideals of the American democracy. Readable and of general interest.

*Types of Children's Literature.* By WALTER BARNES. Yonkers-on-Hudson: World Book Co., 1919. Pp. 464.

A single-volume anthology of prose and poetry illustrative of different kinds of literature acceptable to children. For normal-school classes.

*Russian Short Stories.* Edited for School Use by HARRY C. SCHWEIKERT. Chicago: Scott, Foresman & Co., 1919. Pp. 450.

Companion to *French Short Stories* by the same editor.

*French Short Stories.* Edited for School Use by HARRY C. SCHWEIKERT. Chicago: Scott, Foresman & Co., 1918. Pp. 319.

In English and therefore useful in the literature course for high-school and junior-college students.

*Studies in Psychology.* By Student Teachers for Teachers in Training and Service. Edited and directed by E. A. KIRKPATRICK. Boston: The Gorham Press, 194. \$1.50.

Highly suggestive as showing how students may be led to do something for themselves, not merely listen and try to remember.

*Problems of the Secondary Teacher.* By WILLIAM JERUSALEM. Authorized translation by CHARLES F. SANDERS. Boston: The Gorham Press, 1918. Pp. 252. \$1.75.

The author is professor of education in the University of Vienna.

*Representative American Poetry.* Edited by E. B. RICHARDS. New York: Charles E. Merrill, 1919. Pp. 158.

From Key to Joyce Kilmer and Dana Burnet.

*Self and Self-Management.* By ARNOLD BENNETT. New York: George H. Doran, 1918. Pp. 96. \$1.00.

"Essays about existing" by the author of *How to Live on Twenty-four Hours a Day*.

*Scattered Mists.* By MAUD M. BROWNE. Boston: The Gorham Press, 1918. Pp. 72.

*English for Coming Citizens.* By HENRY H. GOLDBERGER. New York: Charles Scribner's Sons, 1918. Pp. 236.

Based on the method of Gouin and well adapted to the needs of adults who cannot understand or speak English.

*Short Stories of the New America.* Selected and edited by MARY A. LASELLE. New York: Henry Holt & Co., 1919. Pp. 224.

Stories by contemporaries selected to illustrate American ideals.

*Young Citizen's Reader.* Revised edition. By PAUL S. REINSCH. Chicago: Benjamin H. Sanborn & Co., 1918. Pp. 272.

Very direct and concrete.

*Our Beginnings in Europe and America.* By SMITH BURNHAM. With illustrations and maps. Philadelphia: John C. Winston Co., 1918. Pp. 375.

"How civilization grew in the old world and came to the new." For intermediate grades.

*Grammar to Use.* By WILLIAM D. LEWIS and HELEN M. LYNCH. Philadelphia: John C. Winston Co., 1918. Pp. 221.

A simplified textbook in grammar, with a chapter on punctuation and one on common errors.

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